# Rhode Island's ESSA State Plan Committee of Practitioners

April 12, 2017
4 pm – 6 pm
NEIT, Room S330

# Welcome

**<u>Today's Objectives:</u>**

As a result of this meeting, ESSA CoP members will:

- Give feedback on the title IV, school improvement, and report cards recommendations
- Understand RIDE's current recommendations for classifications, goals, and standards/curricular supports
- Be prepared with feedback questions to consider with constituents and for discussion in May

**<u>Today's Agenda:</u>**

- Welcome, introductions, and business
- Feedback discussions:
  - Title IV
  - School Improvement
  - Report Card
- Review recommendations for classifications, goals, and standards/curricular supports
- Closing and next steps

**Remember to add questions to the Question Lot board throughout the session!**

# Updates

- Recommendations posted on www.ride.ri.gov/ESSA

- Public survey open now until May 15

- Public forums:
  - Monday, April 24, Cranston High School East (Spanish available)
  - **Tuesday, April 25, Providence Career and Technical Academy, Providence** (Spanish Available)
  - Wednesday, April 26, Narragansett High School
  - Thursday, April 27, Pell Elementary School, Newport
  - Monday, May 1, Cumberland High School
  - Wednesday, May 3, West Warwick High School

- Requests for group engagement meetings to Felicia.Brown@ride.ri.gov

- Public comment period starts June 1

# Feedback Discussions

*Choose one:*

**Title IV**
With David Sienko
- Well-rounded Education
- Safe and Healthy Schools
- Effective Use of Technology
- 21st Century Community Learning Centers

**School Improvement**
With Brian Darrow
- Theory of Action
- School Improvement Plans
- Funding
- Exit Criteria

*OR*

**Report Cards**
With Mike Ferry
- School Report Card Metrics
- District and State Report Card Metrics
- Report Card Design
- Timeline and Implementation

# Input Questions: Title IV

- How would you define a well-rounded education, safe and supportive school, and effective use of technology?

- Of the priority areas for the Title IV(a) grants, what state priorities should RI use its state funds for?

- What additional possible uses should be included in the list of allowable uses for Title IV(a) for each kind of expenditure: well-rounded education, safe and supportive schools, effective use of technology?

- Should RIDE direct the priorities for the use of the Title IV(a) funds beyond the federal guidelines. If so, what would you suggest particular priorities should be?

- For the Title IV Part B grants (21st CCLC), are there additional priorities that should be emphasized beyond early foundations and advanced learning?

- What additional criteria would you suggest to ensure the effective use of these grant funds?

# Input Questions: School Improvement

School Improvement Plans

- What resources/tools do districts and schools need to successfully design, implement, and monitor school improvement plans?

- What information does the community want to know about school improvement plans on an annual basis?

Exit Criteria

- *Specifically for comprehensive support and intervention schools:*

- Should RIDE set the "criterion-referenced" exit criteria bar as a growth target for schools?

- How long should schools and districts have before RIDE initiates state-driven improvement actions? What should these actions look like?

Funding

- What competitive priorities should RIDE set for innovation and dissemination school improvement grants?

# Input Questions: Report Cards

- Who is the primary audience(s) for the report card?

  – State, District and School report cards

- ESSA specifies that report cards will be accessible.

  – What does accessible mean to you?

- Where do you currently go for information about your school(s)?

- Should the report card be a 'one stop shop' or should it contain only certain types of information?

- What (if any) additional information would you expect to find in the report card?

- Which information overall is most important to highlight?

- For each indicator, which information should be most prominent?

# Academic Standards and Curricular Supports

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# State Goals

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# School Classification

*Draft Recommendations from RIDE*

*Phyllis Lynch,*

*Director, Curriculum, Assessment, and Instruction*

# Rhode Island Content Standards

- Common Core State Standards in English Language Arts/Literacy and Mathematics

- Next Generation Science Standards

- WIDA English Language Development Standards

- *Rhode Island Grade Span Expectations for Social Studies*

- *National Core Arts Standards*

- *Health Education Framework*

- *Physical Education Framework*

- *Financial Literacy*

- *Rhode Island Early Learning and Development Standards*

# Rhode Island Content Standards

To support Rhode Island's commitment to ambitious standards and high expectations for all students we will
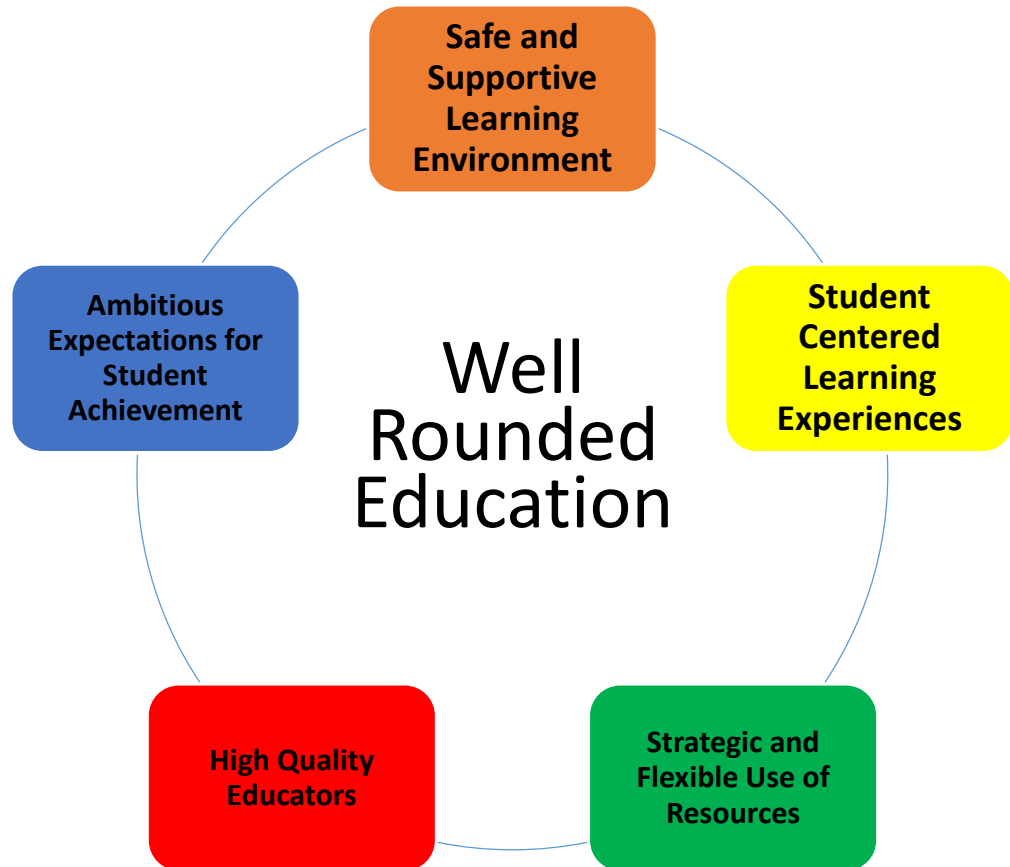
- establish timeline for review of content standards, and

- establish process to review content standards that includes input from stakeholders

# Accountability System Tools

| Classification Measures | Classification | Report Cards |
|---|---|---|
| • Emphasizes transparency and simplicity.<br><br>• Includes a small number of valid and reliable measures to differentiate schools.<br><br>• It is not designed to provide all of the information to inform how schools can improve.<br><br>• It maintains student achievement as the predominant weight as required under ESSA.<br><br>• It does not fully account for indicators of well-rounded education. | • The classification system includes 5 levels to differentiate schools.<br><br>• It identifies schools for targeted and comprehensive support and improvement. | • It provides a comprehensive profile of school, student, and educator demographic information.<br><br>• It offers a deeper level of information to help the school, LEA, and state constituents identify areas of strength and need and to prompt improvement.<br><br>• The report card includes a range of indicators that contribute to a well-rounded education. |

# Accountability System Factors

Rhode Island schools prepare every graduate to pursue a fulfilling career, to be a critical and creative thinker, a collaborative and self-motivated learner, and a culturally-competent active citizen.

**Well Rounded Education**

- Safe and Supportive Learning Environment
- Student Centered Learning Experiences
- Strategic and Flexible Use of Resources
- High Quality Educators
- Ambitious Expectations for Student Achievement

# Well Rounded Education Accountability & Responsibility System

| Category | A high quality education provides … | |
|---|---|---|
| **Ambitious Expectations for Student Achievement** | Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready. | CM Report Cards |
| **Student Centered Learning Experiences** | Expanded opportunities for every student to shape their own learning both broadly and deeply. | CM Report Cards |
| **Safe and Supportive Learning Environment** | Healthy and safe environments where students are supported in achieving their goals. | CM Report Cards |
| **High Quality Educators** | Diverse educators who are well prepare and qualified to meet student needs. | Report Cards |
| **Strategic and Flexible Use of Resources** | Sufficient, equitable and thoughtful use of fiscal resources. | Report Card |

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| Category | Draft Accountability Index Measures | |
|---|---|---|
| **Student Achievement** | **Student Academic Proficiency**: What percentage of students are meeting and approaching expectations? | **3-8 and HS** |
| **Student Achievement** | **Student Growth:** What percentage of students is demonstrating low, typical, and high growth as compared to similar performing peers? | **4-8** |
| **Student Achievement** | **Exceeding Expectations:** What percent of students are exceeding expectations on state assessments? | **3-8, HS** |
| **Student Achievement** | **English Language Proficiency Progress:** What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency? | **1-12** |
| **Student Achievement** | **Graduation Rates:** Reported separately but combined to one composite metric. Composite weights 4 year 50%, 5 year 25%, & 6 year 25%. What percentage of students graduated in 4 years, 5 years, and 6 years? | **HS** |
| **Student Achievement** | **Graduation Proficiency** (2018-2021) What percent of graduating students demonstrated proficiency on designated assessments?<br>**Commissioner's Seal** (2022): What percent of graduating students achieved the Commissioners Seal? | **HS** |
| **Student Centered Learning Experiences** | **Post-Secondary Readiness** : (2018-2021): Percent of students with industry recognized credential, achieving 3 or higher on AP exam(s), and successful completion of 3 or more dual/current courses<br>**Pathway Endorsement** (2022): Percent of graduating students receiving pathway endorsement | **HS** |
| **Safe and Supportive Learning Environment** | **Chronic Absenteeism:** What percentage of teachers and students are chronically absent? | **K-12** |
| **Safe and Supportive Learning Environment** | **Student Suspension : Suspensions per 100 Students:** The number of incidents of suspensions per 100 students enrolled. | **K-12** |

# Long-term Goals & Measures of Interim Progress

- Must establish long-term goals and measurements of interim progress for *academic achievement*, *graduation rates*, and *English language proficiency*

- May establish long-term goals and measurements of interim progress for other areas beyond those required

- Goals must be set for all students and for each subgroup

- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide graduation gaps

# Graduation Rate Draft Goals

|  | # | BASELINE % | 2025 % | *CHANGE 2017-2025* |
|---|---|---|---|---|
| All Students | 10784 | 85 | 95 | *10* |
|  |  |  |  |  |
| American Indian or Alaska Native | 85 | 78 | 92 | *15* |
| Asian | 310 | 92 | 97 | *5* |
| Black or African American | 936 | 81 | 93 | *13* |
| Hispanic or Latino | 2390 | 79 | 93 | *14* |
| Native Hawaiian or Other Pacific Islander | 20 | 75 | 91 | *16* |
| White | 6779 | 88 | 96 | *8* |
| Two or More races | 264 | 78 | 92 | *15* |
| Students with Disabilities | 1676 | 63 | 87 | *24* |
| English Language Learner | 734 | 77 | 92 | *15* |
| Economically Disadvantaged | 5700 | 79 | 93 | *14* |

# English Language Arts Draft Goals

| | # | BASELINE % | 2025 % | *CHANGE 2017-2025* |
|---|---|---|---|---|
| All Students | 80079 | 38 | **75** | *37* |
| American Indian or Alaska Native | 507 | 23 | **69** | *46* |
| Asian | 2455 | 48 | **79** | *31* |
| Black or African American | 6472 | 22 | **69** | *46* |
| Hispanic or Latino | 19280 | 22 | **69** | *46* |
| Native Hawaiian or Other Pacific Islander | 191 | 35 | **74** | *39* |
| White | 48257 | 47 | **79** | *32* |
| Two or More races | 2914 | 33 | **73** | *40* |
| Students with Disabilities | 12948 | 11 | **64** | *53* |
| English Language Learner | 6837 | 12 | **65** | *52* |
| Economically Disadvantaged | 38832 | 23 | **69** | *46* |

# Mathematics Draft Goals

| | # | BASELINE % | 2025 % | *CHANGE 2017-2025* |
|---|---|---|---|---|
| All Students | 68398 | 31 | 75 | 44 |
| American Indian or Alaska Native | 431 | 13 | 69 | 56 |
| Asian | 2156 | 44 | 80 | 36 |
| Black or African American | 5722 | 16 | 70 | 54 |
| Hispanic or Latino | 17180 | 16 | 70 | 54 |
| Native Hawaiian or Other Pacific Islander | 189 | 24 | 73 | 48 |
| White | 40182 | 39 | 78 | 39 |
| Two or More races | 2535 | 27 | 74 | 47 |
| Students with Disabilities | 11270 | 12 | 68 | 56 |
| English Language Learner | 6818 | 12 | 68 | 56 |
| Economically Disadvantaged | 34213 | 18 | 70 | 53 |

# English Language Proficiency Progress

- Rhode Island intends to create a student level timeline for attaining English proficiency and measure whether English learners are on-track to meeting this goal based on results from the WIDA ACCESS for ELLs assessment

- WIDA transitioned to and launched a revised assessment in 2016, ACCESS 2.0, which changed the content of the assessment to meet language demands of college and career readiness standards and the format of the assessment to online

- 2017 will be the first year that student results will be based on the newly established cut scores

- Rhode Island will develop an English Language Proficiency Progress model and goals when the 2017 ACCESS data is available.

# School Classifications

- Reporting for each school
  - Overall Classification into 1 of 5 levels
  - Three levels of performance on each indicator.
  - Overall Indicator data and disaggregated for each subgroup

- No overall Composite Index Score
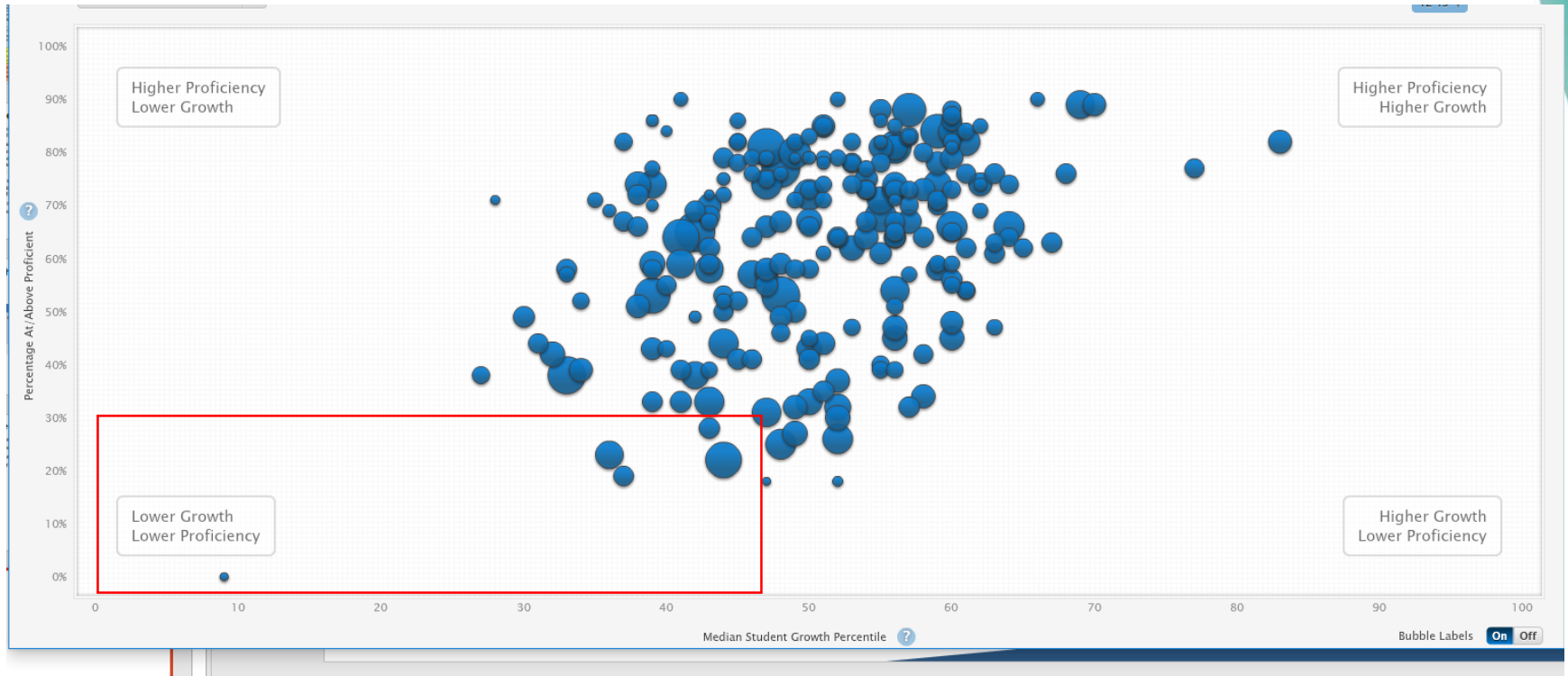
# School Classifications

| School A | | |
|---|---|---|
| **Student Academic Proficiency** | X % Met or Exceeded Expectations<br>X % Approached Standards<br>X % Partially Met Standards | 🟢 |
| **Student Growth** | X % Low Growth<br>X% Typical Growth<br>X% High Growth | 🟡 |
| **Exceeding Expectations** | X % Students Exceeded Expectations | 🟡 |
| **English Language Proficiency Progress** | X % Students making adequate Progress attaining English Language Proficiency | 🔴 |
| **Chronic Absenteeism** | X % Students Chronically Absent<br>X % Teachers Chronically Absent | 🟢 |
| **Student Suspension** | X Suspensions per 100 Students | 🟡 |
| **SCHOOL A CLASSIFICATION:  LEVEL X** | | |

*For illustration purposes only.*

# Comprehensive and Targeted Support

- Identify for Comprehensive Support
  - not less than the lowest 5 % of all schools
  - schools that fail to graduate one third or more of their students
- Identification for Comprehensive Support will be based on low performance growth
- Identification for Targeted Support will be based on low performance and growth

# Comprehensive and Targeted Schools



*For illustration purposes only.*

# Input Questions

**Classification**

1. How might the shift from away from a Composite Index Score support school improvement conversations?  Are there any unintended consequences?
2. How is equity supported in our accountability system?  Are there ways to strengthen that focus?
3. What would a classification mean to a parent, teacher, student, community member, or administrator?  How does the proposed classification system promote collective responsibility for each of these?

**Goals**

1. Is it reasonable to expect that 75% of RI's students reach proficiency?  What concerns might there be about this number being too high or leaving out some students?
2. What might the proposed goals be used for in the field?  By the community? What might we do to utilize these goals as motivation for collective responsibility and continuous improvement?
3. What messaging would be important to include about why it is important to ensure that students are making progress in learning English?

**Standards**

1. In what ways are the content standards helping students meet high expectations?
2. How can we better support teachers and students to meet the content standards in all areas?

# Closing and Next Steps

# Thank you!

- ## What's next?
  Follow up email will contain:
  - o Link to materials from this meeting
  - o Ask for which topic you would like to discuss
  - o Solicit support for spreading the word about survey and public forums
  - o A survey to input constituent feedback **DUE May 15**

- ## Next meeting: May 17, 2017
  4-6 pm at New England Tech
  One New England Tech Boulevard, Room S330 East Greenwich, RI
  Input Topic:  Classification, goals, and standards/curricular supports

- ## Questions or concerns?
  Please contact Felicia Brown at [felicia.brown@ride.ri.gov](mailto:felicia.brown@ride.ri.gov)